DOCUMENT RESUME

ED 169 518 CS 004 786

AUTHOR	Owoc, Paul, Ed.
TITLE	Teaching Adults to Read.
INSTITUTION	Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Apr 79
CONTRACT	300-78-0474
NOTE	10p.
JOURNAL CIT	Reporting on Reading; v5 n3 Entire Issue Apr 1979
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Adult Reading Programs; Educational Legislation; *Literacy Education; Program Content; *Program Development; *Reading Instruction; *Teaching Techniques
IDENTIFIERS	Right to Read

ABSTRACT

Focusing on what is being done to help adult nonreaders or poor readers, this publication offers suggestions for ways educators might keep informed about literacy efforts and teaching techniques. It contains reports on current efforts by governmental and private agencies to eliminate adult illiteracy, successful features of various literacy programs across the United States, and the changing view of literacy. It also contains a list of materials dealing with the state of adult literacy education in the United States. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED169518

REPORTING ON READING

APR. 1979 VOL. 5, NO. 3

RIGHT TO READ

TEACHING ADULTS TO READ

BRIEFLY...

"YOU WON'T FIND IT IN THE CONSTITUTION, but it's incomprehensible that anybody should be denied the right to read." That conviction, expressed by one director of a literacy program, undergirds many efforts now being made to teach adults and older youth to read or to read more easily.

This issue of *Reporting on Reading* looks at some of what is being done to help adult non-readers or poor readers, and offers suggestions for keeping informed about literacy efforts and teaching techniques.

ADULT ILLITERACY: CHANGING THE STATISTICS

The origins of commitment, the willingness to seek change, is often rooted in a statistic – a number, a percentage, a fraction that says that all is not well and that something ought to be done to make things better.

Years before he wrote *War and Peace*, Leo Tolstoy learned that only one percent of all Russians were literate. Distrubed by that statistic, Tolstoy decided to open a school to teach the peasants on his estate to read.

In 1960, Fidel Castro announced that one of every four Cubans could neither read nor write. Castro's remedy for that intolerable statistic was to enlist 100,000 students in a "great battle against illiteracy." Within nine months, the adult illiteracy rate, as

See ADULT ILLITERACY, Page 6

A CHANGING VIEW OF LITERACY

Larry Mikulecky

Larry Mikulecky, guest contributor to this issue of *Reporting on Reading*, is an assistant professor at Indiana University at Bloomington. Dr. Mikulecky directs the Spencer Foundation research projects on adult reading habits and attitudes and on job literacy. This summer he will coordinate the International Reading Association-sponsored conference on functional literacy.

There are indications that while reading/writing abilities have generally been improving over the last fifty years, the demands for sophisticated literacy in our society have been increasing more rapidly than these improvements (Weber, 1975). During World War I, when nearly a quarter of the draftees could not read or write their own letters, such men could still anticipate being able to select from a variety of life and occupational choices. An illiterate or partial illiterate was hampered but could still easily function in society. The percentage of individuals able to read and write their own letters has increased since World War I, but so too have the literacy demands required to function in society. News stories about illiterate high school graduates have focused on a

See CHANGING VIEW, Page 4

C 5004 786

STRESS WHAT REALLY MAKES A DIFFERENCE

We were not looking for a complete instruction manual or a how-to-do-it kit when *Reporting on Reading* staff talked with a number of people around the country who administer adult literacy programs. We were after the high points, the features we felt others beginning similar programs ought to know about. Here is what we found.

Planning the Program

Illiteracy affects us all: The need to publicize a literacy program almost goes without saying. The tone of the message aimed at recruiting volunteers and building community support and acceptance for the program may not be as obvious. "In all of our announcements, we try to get the community to recognize that it has a big stake in doing something about illiteracy," emphasized Verne Pulling, president of Literacy Action, Inc., a nonprofit, independent, voluntary citizens' school in Atlanta that teaches adults and young people to read and write. In professionally-designed posters and flyers, messages such as "Two hundred thousand people in Atlanta can't read the words you're reading now. If you're willing to teach just one of them, we'll show you how" portray illiteracy as neither trivial nor of distant concern. Mr. Pulling continues, "In many of our messages, we begin by stressing the social and economic impact illiteracy has on the whole community, but then we try to go on to say, 'Look here, illiteracy is not just Literacy Action's problem. As a citizen in this community, it's your problem too. And there's a lot you can do about it.' "

Time and place: "Ask yourself, 'Who's this program for?' Your answer will pretty much settle where you locate and when you provide services," one project director said.

Reporting on Reading is a publication of the National Right to Read Effort. It is designed to present information on innovative and developmental reading projects and activities to teachers, administrators, and others who work with preschool, elementary, secondary, and adult populations.

Reporting on Reading is published six times a year by CEMREL, Inc., pursuant to Contract No. 300-78-0474 with the U.S. Office of Education, Department of Health, Education, and Welfare. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred. Mention of products or publications does not necessarily imply approval or endorsement by the U.S. Office of Education.

The contents of this publication may be reproduced. No permission is required. Single copies are available at no charge. Multiple copies may be purchased in units of 50 or 100 copies; $4.00 for 50 copies or $7.50 for 100 copies (postpaid).

Inquiries or requests for additional information may be sent to Paul Owoc, editor, *Reporting on Reading*, CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139.

Operation COPE, a literacy program in Washington D.C. operated by the National Council of Negro Women to serve women with less than six years of school, was located in a housing project. The location was ideal because most of the women served lived in the project.

Edmonia Davidson, COPE project director, explained that because most of the women who attended had school-age children, classes never started until the children had gone off to school and always ended soon enough for the women to be home by the time their children returned from school. "After all, the program was set up for their convenience, not ours."

Attracting and Keeping Learners

Help with what you want to do: Most adults who want to learn to read have some purpose in mind. Poor reading may be keeping them from a promotion; they may want to help their children with schoolwork. Whatever the reason, when an offer is made to help adults use reading to do what *they* want to do, that offer very often is accepted.

"Most of the adults in our program are over the age of 50," said Lillian C. Fields, acting director of the MACE, Inc., Right to Read academy program in Greenville, Mississippi. "And many of them are here for one reason: They want to learn to read the Bible. They want to be able to go to Sunday School and read the lesson; they want to be able to sing more than the one or two hymn verses they know by heart; they want to be able to read their Bibles when they're home alone late at night. As long as we can say, 'We can help you to read the Bible,' and then deliver on that promise, I don't think we'll have trouble attracting people and keeping them coming."

Indicators of perceived progress: "Many of the teenagers we're working with have left school without graduating, and a lot of them probably wouldn't appreciate having a big fuss made every time they learn something new," said Dorothy Oliver, director of the Nashua (New Hampshire) Adult Learning Center. "But they do need to feel they are making progress, and as teachers we need to find ways to let them know they are improving."

Reviewing a reading selection once thought difficult, or occasionally taking time to discuss reading problems that used to, but no longer, trouble a young person or adult are effective, yet unobtrusive, reminders of continuing progress. For people who are extremely discouraged–who work hard, who seemingly make little progress, and who are on the verge of giving up–the Literacy Action program has found peer advisory committees to be helpful. "The committees are made up of students," explained Mr. Pulling. "They are an informal way to bolster a student who may be disheartened about the way things are going."

TEACH SOMEONE TO READ. CALL LITERACY ACTION. 659-2244

"We don't just stress the problem. We try to let people know what they can do to help." -Verne Pulling (Courtesy of Literacy Action, Inc., Atlanta)

Preparing Tutors

Train as you go: How much preparation do tutors need before they are ready to begin to help someone learn? Perhaps less than was once thought. Instead of beginning with an extensive training program,the emphasis in many programs now seems to be on pairing a tutor with a learner as quickly as possible and then providing on-the-spot help and ongoing inservice workshops.

"We've learned you can't overload tutors at the beginning," said JoAnn Vorst, YWCA Reading Academy director in Lafayette, Indiana. "We used to think the more preparation we gave our volunteer tutors, the more confident they would feel. But a lot of times it had the opposite effect. For example, after a pretty extensive training session I did about a year and a half ago, I had one volunteer come up to me and say, 'I thought I could do this, but now I'm not so sure. I don't really think I'm qualified.'

"I guess I had slipped into thinking like a reading specialist, almost without realizing it. But we aren't here to turn tutors into instant experts on teaching reading. Often students know very well what their problems are. What they need is someone who can help them when they run into a snag."

On the other hand, once tutoring has begun, volunteers must feel they can ask for and get help quickly whenever they need it. An on-the-spot suggestion, regular discussions to review what a tutor has done or plans to do, or an inservice program planned around difficulties common to many tutors are all ways to make sure that tutors "won't feel they are out there by themselves," as one director put it.

Liking and acceptance: "They may be illiterate, but, believe me, they can spot a phoney in a minute," said Inez P. Wheeler, director of a Right to Read reading academy in Washington, D.C. "These are adults you're working with, and if they feel you're patronizing or condescending, or that you don't like the way they talk or dress or behave, or that you object to an attitude they hold, then you're asking for trouble.

"We ask our tutors to remember that their job is to teach another person to read-that's all. They're not supposed to be in the business of trying to make that person in their own image."

Teaching

A reading experience: Methods of teaching reading to adults vary. Some approaches are based on sequential skills development; others stress using "language experience"-a method that organizes instruction around stories dictated by the learner. Shunning "an approach" as such, directors of some programs simply characterize their methods as "eclectic."

Methods aside, many directors believe that tutoring sessions must provide some opportunity for a learner to hear something of interest being read or to read something of personal interest.

"We try to avoid getting completely caught up in skills work," explained Jim Radford, director of Literacy Action's Right to Read academy. "Skills work is important, of course, but we try to encourage the tutor and the student *to experience reading.* For students who can't read at all, that might mean that the tutor would read to the student. More advanced students might read silently to themselves. However it's done, we feel it's vitally important for students *to read*-not just *to learn to read.*"

Real world reading: Progress in reading is more rapid, many teachers of adults believe, when the materials selected to teach reading are important to adults. "A student who is a baggage handler may say he wants to be able to read airline tickets, so we might work with him on learning to read those tickets," said Mr. Radford.

"Reading an airline ticket is only one example of real-world reading. We believe that people can learn to read by using anything from an adult reader to an auto manual, so it seems to make good sense to use reading to help people succeed in their lives." □

A CHANGING VIEW (continued from page 1)

dramatic tip of an iceberg that also includes auto mechanics unable to comprehend repair manuals, bureacrats unable to follow written policy changes, technicians unable to read and understand safety precautions for oil pipelines or nuclear power plants, and anyone else who has found the literacy demands of a job outstripping his or her abilities. The term "functional literacy" denotes a standard that seems to be rising and is likely to continue rising as individuals are faced with needs to constantly retrain for job advantages.

At the same time, the United States is experiencing another disturbing phenomenon - aliteracy. Large numbers of capable readers are regularly choosing not to read. For example, in countries like Canada, Great Britian, Australia, and Germany the percentage of citizens reading books is from two to three times greater than the percentage of U.S. citizens reading books (Mann and Burgoyne, 1969). A typical response to these reports is that many busy Americans do not have time for books, and read magazines instead. A random survey of over 5000 American adults, however, shows only 26 percent to be reading magazines (Sharon, 1973). This same survey dispels the myth that Americans read more on weekends than on weekdays; most adult reading is done on the job (an average of 1 hour and 46 minutes daily) during the week.

The same sort of phenomenon seems to be evident and perhaps even fostered in schools. Little reading is done except for assignments, for the job. Positive reading habits and attitudes seem to deteriorate with with each successive year students spend in school (Bullen, 1972 and Mikulecky, 1976). A recent survey of early adolescent reading during the summer and during the school year reveals that almost no reading is done over the summer by early adolescents. School year reading averages about 66 minutes daily, but over 80 percent of that reading time is for required assignments (Mikulecky, 1978). The American pattern of reading mainly "for the job" seems to starting early with reading "for the teacher."

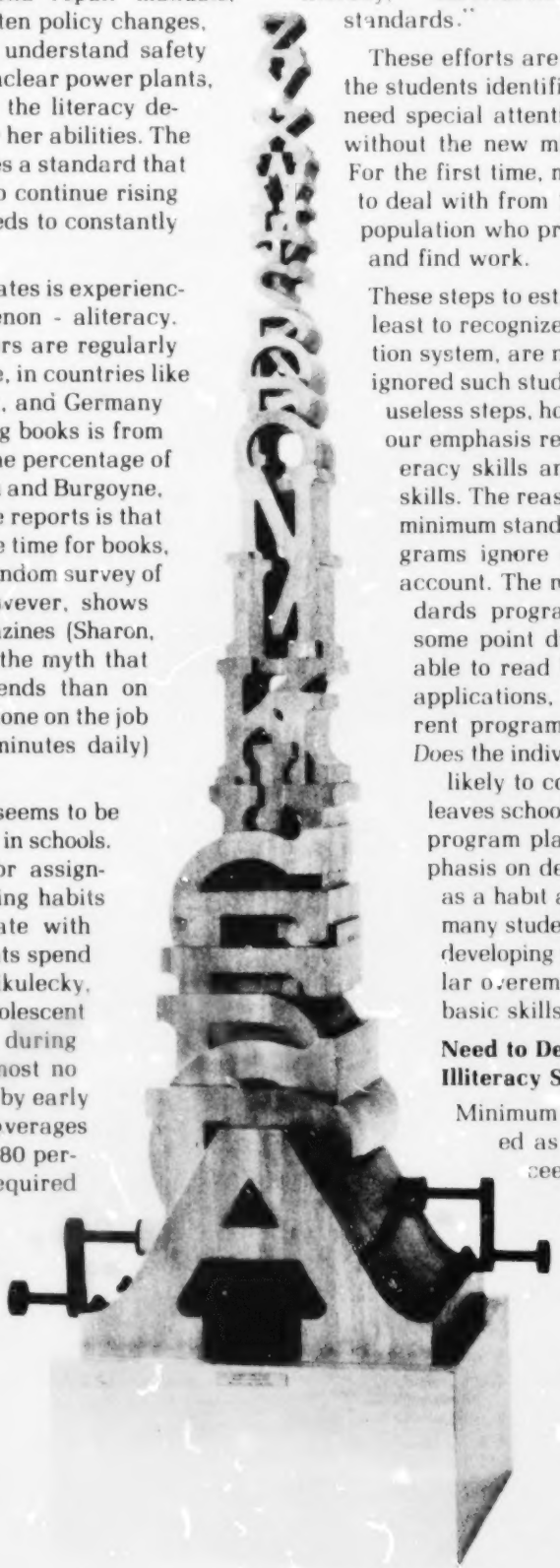
The most typical response to this state of events has been to call for the establishment of minimum competencies and a back-to-basics curriculum. Citizen groups, state legislatures, and a number of educational materials publishers have established guidelines and tests for "functional literacy," "survival literacy," and "minimal academic standards."

These efforts are not to be disparaged. Many of the students identified by such tests and programs need special attention, which would not be likely without the new minimum competency emphasis. For the first time, many of our schools are having to deal with from 10 to 15 percent of the student population who previously were able to drop out and find work.

These steps to establish minimal standards, or at least to recognize students missed by the education system, are necessary steps. We have often ignored such students. They are very likely to be useless steps, however, if we slip into letting all our emphasis rest upon identifying survival literacy skills and then mainly teaching those skills. The reason for the likely failure of most minimum standards programs is that most programs ignore or do not take *aliteracy* into account. The main concern of minimum standards programs is that the individual, at some point during his or her schooling, be able to read basic materials (want ads, job applications, road maps). I know of no current program, however, whose concern is: *Does* the individual read and *will* he or she be likely to continue reading once he or she leaves school? In short, I know of no current program plans that put equally heavy emphasis on developing reading and learning as a habit as well as as an ability. Instead, many students are actually dissuaded from developing positive reading habits by singular overemphasis on a steady program of basic skills.

Need to Deal with Aliteracy and Illiteracy Simultaneously

Minimum standards programs, as needed as they are, cannot hope to succeed in their own right, however, because they deal with symptoms and not causes. Part of the reason the problem of functional illiteracy has intensified is that the standards of literacy have been



"Aliteracy, or the lack of the reading habit, may guarantee continued, lifelong functional illiteracy." (Alphabet Spire V, 1973, by William Crutchmer. Courtesy of the Wichita Art Museum, Wichita, Kansas)

rising and will continue to rise. High school graduates who meet the standards of the late 70s without learning a *habit* of reading are likely to find themselves substandard again in the middle 1980s, or even sooner if they must retrain. If an individual has read virtually nothing for a decade, as is true of a growing percentage of our adult population, his or her literacy abilities may even have deteriorated below the minimum standards needed to receive a diploma in the 70s. Aliteracy, or lack of the reading habit, may guarantee continued, lifelong functional illiteracy.

A second reason for the imminent failure of minimum standards programs that ignore aliteracy is that such programs fail to anticipate the vicious cycle of adults who do not choose to read in turn creating children who do not read and do not choose to read. Hanson (1969), in a careful study of variables related to success in learning to read, found parental modeling of reading with their children to be more significant in predicting reading success than any other factor. Programs that emphasize basic skills only in order to prepare students to pass a minimum standards test are likely to create even more individuals who cease reading as soon as the pressure is off. The siblings, the children, and the peers of such aliterate students and later aliterate adults are even more highly likely to need special training to meet minimum standards. A program that treats symptoms and not causes, that focuses on illiteracy while ignoring aliteracy, could well help to produce a never-ending supply of functional illiterates.

What Can Be Done

To deal with this situation, we can borrow ideas from two industrialized nations with extremely low illiteracy rates–Japan and Norway. In Japan, schools and parents participate to a great extent in read-at-home programs. Time for literacy and reading habit is given a planned priority position in both school and home. Literacy models and cooperative parent-child learning are planned into each child's experience (Namekawa, 1976). In Norway, also, children receive a good deal of parental attention in literacy. According to a study conducted by Olaf Larsen of Kristiansand Teachers College, most Norwegian children do not begin schooling until age seven and attend school for only 15 hours per week during the first three grades. Parents in the home must provide a heavy influence in the direct sharing and training of literacy (Ekwall, 1973). Projects to undertake similar sharing with children could be initiated in America by individuals, parent-teacher organizations, service clubs, or community groups. Teachers at various levels can give assignments that strongly encourage some form of parental involvement.

The problem of needed adult retraining also can be addressed in a variety of ways. The American Library Association and the Literacy Volunteers of America offer volunteer tutoring and tutor-training programs in many communities. School boards usually have the facilities and the personnel to offer low cost reading efficiency courses for adults. The heavy advertising of commercial "speed reading" courses has removed the stigma from adult reading rate courses. Some industries have imitated ROTC programs in requiring employees to keep up with occupational reading so they can pass written tests before qualifying for promotion. Applicants who repeatedly do not qualify must receive special training on their own time or, in some cases, on company time.

"I know of no current program, however, whose concern is: Does the individual read and will he or she be likely to continue reading once he or she leaves school? In short, I know of no current program plans that put equally heavy emphasis on developing reading and learning as a habit as well as as an ability."

The key to any activity, whether it be aimed at child or adult, is to realize that maintained literacy means *ability* plus regular *habit*. Any family, school, or industry that ignores either of these two factors risks being outdistanced by rising functional literacy demands.

References

Bullen, G. F. *The development and validation of a reading attitude measure for elementary school children*. Washington, D.C.: Office of Education, Project No. 1 A045, 1972. (ERIC Document Reproduction Service No. ED 109 211)

Ekwall, E. *Psychological factors in the teaching of reading*. Columbus, Ohio: Charles Merrill, 1973.

Hanson, H. S. The impact of the home literacy environment on reading attitude. *Elementary English*, January 1969, 46, 17-24.

Mann, P. H., & Burgoyne, J. L. *Books and reading*. London: Andre Deutsch Ltd., 1969.

Mikulecky, L. *The developing, field testing, and initial norming of a secondary/adult level reading attitude measure that is behaviorally oriented and based on Krathwohl's taxonomy of the affective domain*. Unpublished doctoral dissertation, University of Wisconsin-Madison, 1976.

Mikulecky, L. How much do middle schoolers read and why? Unpublished manuscript, Indiana University-Bloomington, 1978. (Available from author, School of Education, Indiana University, Bloomington, IN 47401).

Namekawa, M. Children's literature and reading. In J. E. Merritt (Ed.), *New Horizons in Reading: Proceedings of the Fifth I.R.A. World Congress on Reading*. Newark, Del.: International Reading Association, 1976.

Sharon, A. What do adults read? *Reading Research Quarterly*, 1973-74, 9(2), 148-169.

Weber, R. Adult illiteracy in the United States. In Carroll & Chall (Eds.), *Toward a Literate Society*. New York: McGraw-Hill, 1975.

ADULT ILLITERACY: (continued from page 1)

verified by a United Nations team, had dipped to below four percent.

Today, the United States has its own statistics. An estimated 1.4 million adults report that they cannot read or write in any language. More than 20 million are "functionally illiterate" - unable to read classified ads, street maps, product labels, or many other materials considered basic to getting along in a society that takes being able to read for granted.

These statistics have not gone unnoticed. Governmental agencies and a variety of national organizations have responded, although not always in concert, with plans and programs meant to help young people and adults who, for whatever reason, are not able to read well enough.

Federal Initiatives

Senator George McGovern, describing the literacy problem as "chronic and getting worse," has proposed a National Commission on Literacy. Among other things, that commission would be charged with establishing an "operational definition of basic literacy" and examining successful innovations inside and outside schools to raise literacy levels.

The National Institute of Education (NIE) has made research on literacy - with literacy defined as the production and use of written materials - one of its priorities. "We would like to see a national mobilization of effort directed toward examining the whole question of what it means to be a literate member of our society," explained Sylvia Scribner, associate director of NIE's Teaching and Learning Program. According to Dr. Scribner, while some progress has been made in understanding how children learn to read, very little fundamental research has been done on the problems faced by older youth and adults who do not read or write at all or who do so very poorly. "By stimulating research on literacy, we hope to make substantial contributions to expanding understanding in this important field," Dr. Scribner said.

Within the U.S. Office of Education, the National Right to Read Office and the Division of Adult Education have long supported programs meant to develop the reading skills of young people and adults. For example, this year Right to Read is spending $5.2 million to fund 67 literacy projects in 35 states. The projects - called "reading academies" - provide reading assistance to more than 15,000 in-school and out-of-school young people and adults.

New legislation enacted by the Congress last November offers possibilities for continued federal support of adult reading and basic skills programs through the summer of 1983.

Under Title II of that legislation - "Basic Skills Improvement" - schools, public and private organizations, and the states will be eligible to set up programs that lend or sell books to out-of-school youth and adults, offer instruction in basic skills, or encourage community-sponsored literacy efforts.

Title XIII of that same legislation amends the Adult Education Act to give more emphasis to projects meant to reach adults most in need of basic reading and computational skills.

To reach those adults most in need, both Titles II and XIII seek to involve organizations not normally thought of as "education agencies." For example, a new provision in the Adult Education Act makes it clear that any group that can reach the people who need the skills is eligible for federal funds. "Whether it's a volunteer group, a church-related group, a labor or business organization - it doesn't matter, as long as they can deliver the services," said J Ned Bryan, chief of the Division of Adult Education's Program Development Branch.

National Organizations

Besides the support being given literacy efforts by governmental agencies, many national organizations are doing a variety of things to reduce adult illiteracy.

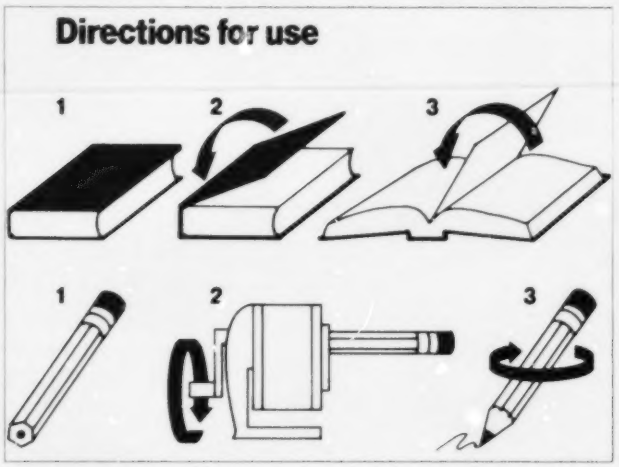
The Basic Education and Reading Committee of the International Reading Association is developing a way to assess the quality of materials and equipment used to teach adult learners.

This year's conference of the Commission on Adult Basic Education of the Adult Education Association of the U.S.A., a national organization concerned with the education of adults, will feature 120 workshops dealing with techniques that work with adult learners.

The National Affiliation for Literacy Advance (NALA), the U.S. branch of Laubach Literacy International, continues its longstanding involvement in literacy education. Its program stresses the importance of trained volunteers working individually with nonreaders and then multiplying their effect by asking that each new reader assume responsibility for teaching another - "Each One Teach One."

Also stressing the importance of trained volunteers, Literacy Volunteers of America, Inc. (LVA), a national nonprofit organization founded to combat adult illiteracy, has trained over 40,000 people in 20 states to tutor adults in basic reading and writing and conversational English. During the last few years, LVA has also established a number of volunteer training programs in correctional institutions. "We've trained ACTION volunteers to recruit, train, and work with inmates who then tutor other inmates," said Joseph Gray, LVA executive director. "We've even gotten so far as to have guards tutoring inmates."

Librarians too are giving considerable attention to their role in literacy education. "The question we're asking ourselves," says Jean E. Coleman, director of the American Library Association's Office for Library



Very little fundamental research has been done on the problems faced by older youth and adults who don't read or write at all or do so very poorly. (Illustration courtesy of The Inter Dependent*)*

Services to the Disadvantaged, "is, How can we develop nonreaders into habitual readers and help them to incorporate reading into their lives?"

This year, at a series of national "how to" workshops sponsored by the American Library Association, up to 200 librarians from across the country will be trained, and will in turn train other librarians in their regions, to establish basic literacy skills development programs in public libraries as part of their regular service. The workshop will include training in how to identify people in the community who may benefit from such a program, how to organize a community for action, how to create a structure that will be long lasting, and how to publicize these services.

Still Not Enough?

Despite everything now being done to help poor readers, enough still isn't being done, contends Jonathan Kozol, author of *Death at an Early Age*, a book that established his reputation as an educational reformer. What is needed, Mr. Kozol believes, is a "nationwide war on illiteracy" that would pair five million educated young people with a like number of illiterates. His Peace Corps-like plan would recruit teams to live and tutor in communities with high rates of illiteracy.

The Hidden Variable

In *Adult Literacy Education in the United States*, Wanda Dauksza Cook has traced the ebb and flow of literacy efforts since 1900. Programs and initiatives have come and gone, but Dr. Cook thinks one thing alone determines whether literacy efforts will succeed or fail: "Attitude is the hidden variable of the literacy problem. At times it is an almost imperceptible factor and yet it is ever present. . . . There is no program nor legislation that can force a person to learn to read if he does not *want* to learn. . . . Millions of Americans will remain functionally illiterate by choice and their children may grow up assimilating this same indifference."

The long-term solution, then, lies with the schools. According to Dr. Cook, the key idea is not only to work to eliminate illiteracy now, but, perhaps even more important, to prevent illiteracy in the next generation. And there, the schools can help. □

KEEPING UP WITH LITERACY

"What would I have to read or do to stay on top of what is happening in adult literacy education in America?"

Reporting on Reading posed that question to a staff member at each of three national clearinghouses* with interests in adult literacy. Here are their answers and the reasons for their selections.

- *Adult and Continuing Education Today*, published biweekly by Today News Service, Inc., National Press Building, Washington, D.C. 20045 ($32.00 per year if prepaid), and the *Adult Education Clearinghouse Newsletter*, a monthly published by the Center of Adult Continuing Education, Montclair State College, Upper Montclair, New Jersey 07043 ($10.00 per year) were top choices for up-to-date information on national and state happenings.

- *Adult Literacy and Basic Education*, a quarterly journal sponsored by the Commission on Adult Basic Education of the Adult Education Association of the U.S.A. and published at Auburn University, 203 Petrie Hall, Auburn, Alabama 36830 ($8.50 per year), was suggested as an essential source for anyone interested in the research being done in the field.

- The *NAPCAE Exchange*, a magazine published three times a year by the National Association for Public Continuing and Adult Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($7.00 per year), was suggested as a primary source for teachers of adults who are looking for ideas that have worked for others.

Finally, all three clearinghouse staff members interviewed mentioned the advantages of contacting local or state organizations or agencies concerned with literacy education. □

*The three clearinghouses themselves can also supply useful information. The Clearinghouse for Adult Education and Lifelong Learning (ADELL) provides information about adult education programs funded under Sections 306 and 309 of the Adult Education Act. Their toll-free number is (800) 638-6628. The National Adult Education Clearinghouse at Montclair State College, Upper Montclair, New Jersey 07043, specializes in locating published materials and media products that would be of interest to educators of adults. Finally, the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, has research reports, technical reports, conference proceedings, and bibliographies related to literacy education.

RESOURCES

Tuning Into Literacy

Television variety shows with skits done by a professional repertory company and worksheets designed to look like tabloids: Both are distinguishing features of a 20-part "videotext" series meant to improve the reading skills of adults "who read below the fourth-grade level." For English-speaking adults, the series is titled *We the People . . . Read.* The Spanish version, *Nosotros Leemos,* teaches Spanish speakers to read in Spanish. Both versions are accompanied by mastery tests and a teacher's guide.

Programs available from Cambridge, A New York Times Company, 488 Madison Avenue, New York, New York 10022; $2500 for either English or Spanish version; $800 for rental.

Techniques for a Tutor

Trained or not, most people working with adult nonreaders for the first time appreciate some help. The five-part film series *Literacy Instructor Training* was developed to provide that help. "In the field tests of the films, we found that the series worked very nicely with groups that ranged from high-school teachers who might be teaching an adult basic education course at night to volunteers who had never taught anyone before," said Anabel Newman, who coauthored the series with Michael Parer. Four films deal with literacy techniques and methods: "The Language Experience Approach" (a teaching method that uses the student's own words as reading material), "Patterns in Language," "Word Analysis Skills," and "Comprehension." The fifth film, "Talking It Over," is a panel discussion on the adult learner's needs.

Series available from Indiana University Audio-Visual Center, Bloomington, Indiana 47401; $965 (videocassettes), $1375 (16mm film); no charge for preview in 16mm.

Performance Report

In 1971, the U.S. Office of Education awarded a research grant to the University of Texas at Austin to study adult literacy in the United States. From that project-the Adult Performance Level Project (APL)-came a set of 65 objectives that define the skills and information an adult needs to have a chance at succeeding in today's society. Now, eight years from the start of the original project, more than 100 adult education projects across the nation are organized around the APL-developed objectives. Because of the impact of the APL Project on literacy education, the *Final Report: The Adult Performance Level Study* may make interesting background reading for teachers, administrators, or community leaders who plan to start or become involved in an adult literacy program.

Copies available from the Adult Performance Level Project, University of Texas at Austin, Education Annex S-21, Austin, Texas 78712; $5.00.

Publications or products noted in this section may be obtained by writing the sources. Mention of publications or products does not necessarily imply approval or endorsement by the U.S. Office of Education or by CEMREL, Inc.

☆ U.S. GOVERNMENT PRINTING OFFICE: 1979-666-960